Alaska

Comprehensive System of Student Assessment (CSSA)

Parent Guide
To Test Interpretation for the Alternate Assessment
In Science
Spring 2013

The Purpose of Testing

The purposes of statewide student assessment specifically are to: 1) help determine which children are meeting statewide performance standards; 2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and 3) provide a focus for instructional improvement [4 AAC 06.700]. The purpose of the Alternate Assessment (AA) is to ensure that students with significant cognitive disabilities have access to, participate in, and make progress in the general education curricula, as well as show what they know and can learn [4 AAC 06.775].

What the Alternate Assessment in Science Measures

The Alternate Assessment measures what students know and can do at their grade level in reading, writing, and mathematics (and science) compared to the Alaska Extended Grade Level Expectations (ExGLEs) for students with significant cognitive disabilities. The Alaska Alternate Assessment is based on Extended Grade Level Expectations with the performance measured against alternate achievement standards which differ in complexity from grade level achievement standards. The Alternate Assessments in science are tested in grades 4, 8, and 10.

Components of the Alternate Assessment in Science

The Alternate Assessment tests reading, writing, and mathematics (and science) as required by state and federal law. Statewide assessment of functional skills is not included in this academic assessment as the statewide assessment must measure the student's academic knowledge and skills in reading, writing, mathematics, and science. The tasks included in this assessment are performance, curriculum-based measures and are aligned to the Extended Grade Level Expectations. The assessment permits the use of accommodations, assistive technology, and adaptations of the material in order to provide the best access of the content for each student.

Science

The alternate assessment in science is comprised of three grade level assessments (grades 4, 8, and 10) designed to measure essential skills in science. The tasks are designed to measure the

degree to which students with significant cognitive disabilities are learning to comprehend and apply scientific knowledge. The tasks increase in complexity with each grade and include: concepts of physical science, concepts of life science, concepts of earth science, the history and nature of science, and science and technology. Individual grade assessments are comprised of the following: grade 4 contains 4 tasks addressing 5 content standards; grade 8 contains 4 tasks addressing 4 content standards; and grade 10 contains 4 tasks addressing 4 content standards.

Reading the Individual Student Report

The Individual Student Report (ISR) provides a graphic and text display of student performance. An **unofficial student report** is generated when Qualified Assessors enter student test scores after completing the administration of the Alternate Assessment during the testing window of late January – early April 2013. It is immediately available and is designed to provide instructional feedback. A separate student report is generated for reading, writing, mathematics, and science. The unofficial, online reports have a different appearance from the official reports and no proficiency levels are assigned. Scores are represented in percentage correct. After student information is verified for accuracy, scores are calculated and proficiency levels assigned. An **official student report** is then uploaded to the DRA Reporting Website and downloaded by the District Test Coordinator.

Science Score Possible and Score Earned columns display raw scores. Only valid scores are used for Adequate Yearly Progress (AYP). Scores for the Expanded Levels of Support (ELOS) items are designated as Far Below Proficient, and ELOS scores are not graphically displayed. If the student takes both Standard and ELOS items, only the standard data are displayed.

A	This section identifies the year for the report and all student demographic information.
B	**Your Student's Overall Performance** indicates the student's score, what score is needed for proficiency according to the approved cut scores, and the student's proficiency levels for the subject area of science.
C	**Interpretation of Chart** explains how to read components of the chart such as proficiency levels, student skills performance, and expanded levels of support.
D	**Your Students Performance by Standard** describes the proficiency level reported in B separated into strands, giving the total possible score and the score earned.
E	A graphical representation provides the score needed to obtain levels of proficiency for reading (FB – Far Below, BP – Below Proficiency, P – Proficient, and A – Advanced) and indicates where the student's score falls on the proficiency graph.
F	Reverse side of page shows the Proficiency Level Descriptors and cut scores by proficiency level for this grade.

A

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT

NAME : **Last Name, First Name Middle Name**
BIRTHDATE: **99/99/9999**

DISTRICT : **Alaska District**
SCHOOL : **Alaska Elementary School**

GRADE : **10**
STATE ID NUMBER : **9999999999**
DISTRICT ID NUMBER : **999999999**

Your Student's Overall Performance

B

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Science	**28**	**26 or above**	Proficient

*NT-Student Not Tested in this content area.

C

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content area of Science.

Proficiency Levels
The graphic display of scores shows the possible student scores ranging from 0 to 48. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

Student Skills Performance
The content area of Science is composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are raw scores in Science. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times they might score a little higher.

Expanded Levels of Support
Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the alternate assessment.

Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES

D

Subject/Strand	Score Possible	Score Earned
Science	48	**28**
Physical Science	12	**12**
Life Science	12	**8**
Earth Science	12	**0**
History and Nature of Science; Science and Technology	12	**8**
Expanded Levels of Support Tasks	60	

SCIENCE